



**INFLUENCE OF EMPOWERMENT ON EMPLOYEE PERFORMANCE IN THE PUBLIC SERVICE IN KENYA: A CASE OF KENYA WILDLIFE SERVICE**

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**ABSTRACT**

*Employee performance is a critical element of staff retention and highly associated with intent to leave and actual turnover. Due to lack of performance, the public service in Kenya has been characterized by employees joining the private sector and other employment opportunities. Moreover, services by public organizations have been very poor. The general objective of the study was to determine the influences of empowerment on organizational performance in KWS. The Specific objectives of the study were: To determine the influence of structural empowerment on organizational performance in Kenya wildlife service and to examine the influence of psychological empowerment on organizational performance in Kenya wildlife service. The scope of the study was Kenya Wildlife Service. Target Population of the study consisted of 4,241 permanent employees of Kenya wildlife services. The study employed descriptive survey research approach. This used both qualitative and quantitative methods in the selection of the participants and collection of data. Stratified sampling was employed to select 164 employees of KWS to participate in the study. Data collection instruments included semi-structured questionnaires and document reviews. The collected data was captured in MS Excel and analyzed using SPSS. A total of 148 respondents participated in the data collection hence a response rate of 90%. Overall there was a positive correlation between structural empowerment and organizational. There was also a positive correlation between psychological empowerment and organizational performance. This result showed the importance of Structural and Psychological Empowerment, on enhanced organizational performance.*

**Key Words:** Structural Empowerment, Psychological Empowerment, Employee Performance

## INTRODUCTION

The contemporary dynamic environment is pressurizing organizations to keep their management techniques concurrent with the current challenges. Adopting new management approach has therefore become imperative for the organizations to meet the demands of customers and competitive environment (Samavi, 2011). Workplace empowerment has been hailed as the new management intervention. The present state of affairs has “stimulated a need for employees who can take initiative, embrace risk, stimulate innovation and cope with high uncertainty”. Empowerment is a tool for keeping open the staff hand so that can for what they think is the best have the freedom to action without fear of being approved by their managers (Muguella, Mohd&Mohd, 2013).

Although the idea of empowerment comes from business and industrial efforts to improve productivity, empowering public service employees can benefit public organisations and the general public as well. Since empowered workers feel competent and confident to influence their job and work environment in a meaningful way, they are likely to be proactive and innovative (Boudrias, Gaudreau, Savoie& Morin, 2009). Moreover, public institutions are under pressure to deliver better services to the general public as well to be in line with the competition from the private sector, and this is only possible with a committed workforce.

Therefore, in this era business organizations accept the challenge of providing better-quality services to their internal customers who are the employees and promoting practices of employee involvement on empowerment. Relinquishing top bottom management approach encourages employee

organizational commitment and improves individual and organizational performance along with bringing flexibility in the organization (Maryam & Imran, 2012).

Globally the construct of employee empowerment started in the private sector that after being drubbed by the increasing rate of competition had to device new strategies to ensure employee commitment and organizational performance. Potterfield (1999) records that in the 1980s; global competition and strong pressure to continuously improve quality led many prominent American firms to adopt employee empowerment programs. This concept led to development of several programmes that included sharing of resources among employees and offering more opportunities to the employees either through reward schemes or career growth opportunities. Many large firms, including American Express, Xerox, and Federal Express, supplanted the production line approach to service delivery with an array of empowerment practices (Matheson, 2007). The result of this was increased employee productivity, organizational commitment, job satisfaction, and innovativeness that lured the public sector to do the same (Neilsen & Pedersen, 2003; Matheson, 2007).

There is limited research on the topic of empowerment in Sub-Saharan Africa, and Kenya, in particular. Although several employee management programmes has been introduced by the African governments, most of the initiatives have focused on employee rationalization and rewarding employees to enhance performance through public sector reforms.

Like other African countries, public sector reform in Kenya have been driven primarily by the fact that the state bureaucracy in the country has been underperforming and public service delivery has not been serving the public interest within its most

optimal capability. The reforms in Kenya evolved and culminated in the notion of re-engineering of the public sector in the context of public sector transformation, drawing on elements of the NPM (OPM/PSTD, 2010).

With the lack of motivation that was largely affecting service delivery, the government introduced the Medium Term Plan 2008-2012 (MTP 2008-2012) in 2012. Updated in 2013, the MTP 2008-2012 supported with the Vision 2030 blue print focused in an efficient, motivated and well-trained public service to enhance performance and productivity (Republic of Kenya, 2007). It is these reforms that propelled organizations to develop measures to enhance employee empowerment. With empowerment the employees are motivated and hence more productive (Isahakia, 2010).

### **Statement of the Problem**

Although the effective management of human resources is critical in the success of organizations, several studies have documented that there still exists problems and challenges that are affecting most organizations, the public organizations in Kenya, that propagate poor performance among employees and consequently organizations (Boudrias et al.2009; Hope 2011). As a result of these challenges, most organizations, particularly those in the public sector in Kenya, have been unable to attract, motivate and retain their employees resulting in high turnover and 'brain drain' levels as most trained employees seek greener pastures in other countries in Africa or overseas or even in the private sector (Kipkebut, 2010)

Employee performance is a critical element of staff retention and highly associated with intent to leave and actual turnover. According to Carriere and Bourque, (2009) employees who do not perform are likely to leave the organization. Although turnover

is a multi-stage process, low organizational performance has been shown to have a strong and direct impact on intent to leave and actual turnover in many occupational groups in the civil service (Lambert, Hogan, & Griffin, 2007).)In Kenya, employee empowerment domain is not given much emphasis within the public sector and this has lowered the level of employees' performance by 30% in over 60% of state corporations. Over 38% of employees leave public sector annually to join the private sector or to take up self-employment hence making state corporations to lose most of the talented employees

The public service in Kenya has been characterized by exodus of employees joining the private sector and other employment opportunities. Moreover, services by public organizations have been very poor despite the fact that public services provide enabling environment under which the players in the economy are able to operate effectively and efficiently. This has been attributed to poor work performance (Kipkebut, 2010). The overall effect has been a slow developing economy and an environment that does not attract more investments (World Bank, 2010).

Empowerment grants employees the flexibility and resources needed to quickly respond to a customer's particular needs and to rapidly correct defects in service delivery (Hong & Yang, 2009). Sharing power, resources, and knowledge with employees through empowerment also serves to increase job satisfaction and performance, factors, which in turn positively influence individual productivity and effectiveness as well as the quality of interactions with customers (Chen et al., 2007).

However, despite the benefits of empowerment on Employee performance in the public sector, empowerment is mostly applied in the private sector. This can be attributed to the scarcity of

knowledge on the contribution of empowerment as a means for improving the quality of public services. Only a handful of empirical studies have examined the consequences of employee empowerment in the public sector (Lee, Cayer, & Lan, 2006; Park & Rainey, 2007; Wright & Kim, 2004) and none of the studies have been done in sub-Saharan Africa. This study therefore aimed to fill this gap of knowledge and ascertain the effect of empowerment in the public sector.

### **Objectives of the Study**

The general objective of this research was to determine the influences of empowerment on organizational performance in Kenya Wildlife Service (KWS). The specific objectives were:-

- To determine the influence of structural empowerment on employee performance in KWS
- To examine the influence of psychological empowerment on employee performance in KWS.

## **LITERATURE REVIEW**

### **Theoretical Review**

#### **Kanter's theory of Empowerment**

Kanter (1993) defines empowerment as the ability of an individual to independently make decisions and utilize available resources to accomplish the necessary goals. She postulates that if an organization is structured to provide empowerment and access to job-related empowerment opportunities, the structure will have a positive impact on employees and their performance to work. Alternatively, an organizational structure that does not provide empowerment and access to job-related empowerment opportunities will have a negative impact on the employees and their performance at work. Kanter (1993) posits that in an

empowerment-structured organization there is increased autonomy, job satisfaction, and performance among employees. Consequently, feelings of burnout and job stress will decrease, and the result is employee performance.

Kanter stated that the work environment structures and perceived employee access to power and opportunity structures is related to employee attitudes and behaviors in an organization. Kanter believed that employees display attitudes based on the presence of perceived power and opportunities. According to Kanter, there exist four work empowerment structures: access to information, resources, support, and opportunity. Access to information refers to the data, technical knowledge, and expertise needed for job performance. Access to resources refers to the ability to obtain needed supplies, materials, money and personnel to meet established organizational goals. Access to support refers to the guidance, feedback, and direction provided by supervisors, peers, and subordinates. Access to opportunity refers to the growth, mobility and the chance to build upon knowledge base (Kanter, 1993).

Kanter believed that if employees within an organization perceive opportunities for success is present, the employees' attitude, job satisfaction, and overall employee performance will be enhanced. In order for an employee to perceive that opportunity exists, the employee must be in a position that allows access to resources, information, and support.

Empowerment is achieved by identifying organizational policies and practices that foster a sense of powerlessness and implementing strategies and tactics that can be used to remove them. Kanter's (1993) seminal ethnographic study of social-structural theory of empowerment in an industrial organization, *Men and Women of the*

*Corporation*, has now served as the foundation of the large body of empowerment research from a social-structural perspective (Spreitzer, 2007).

Defining power as “the ability of individuals to get things done”, Kanter concluded that power in organizations was derived from structural conditions in the work environment, not from an individual’s personal characteristics or socialization effects (Laschinger et al. 2004), In a study of empowerment effect on nurses, Laschinger et al. (2004) argued that when situations were structured so that employees felt empowered, they would respond accordingly and rise to the “challenges” present in their organization. The organization was likely to benefit in terms of both improved employee attitudes and increased organizational effectiveness (Laschinger et al. 2004).

To create empowerment on a sustained basis, structural organizational policies, practices, and structures must be examined and changed so as to lead to feelings of empowerment (Seibert, Gang and Stephen, 2011). Holding all other variables constant, empowerment is the power to create and sustain a work environment by providing the ability to access and mobilize opportunities, information, support, and resources from one’s position in the organization (Kanter, 1993).

Vacharakiat (2008) defined the components of structural empowerment as follows: *Access to opportunity* includes the expectation of positive future prospects, growth, and a chance to learn and grow. *Access to information* includes the organization’s overall goals and values; this includes information directly related to employees’ work, as well as information about the organization as a whole. *Access to support* includes the feedback and guidance received from superiors, peers, and subordinates about an employee’s job. *Access to resources* is the time necessary to accomplish

organizational goals and includes acquiring help when needed, and to material, money, and rewards necessary for achieving the demands of the job (Laschinger et al. 2004). It follows, and research supports, that when employees are given access to opportunities, information, support, and resources, and the ability to mobilize them as needed, employees gain empowerment (Kanter, 1993).

Based on this premise fronted by the Kater’s theory on empowerment and organization performance, the study postulates that when employees are able to access the constructs of structural empowerment within their organizations: access to support, opportunity, resources and information they will be committed to their roles within their organizations. Kanter believed that if employees within an organization perceive opportunities for success is present, the employees’ attitude, job satisfaction, and overall organizational performance will be enhanced. In order foran employee to perceive that opportunity exists, the employee must be in a position that allows access to resources, information, and support (Seibert, Gang & Stephen, 2011).

### **Social Cognitive Theory**

The Social Cognitive Theory comprises three reciprocal influences, namely behaviour, cognitions and the environment (Gist & Mitchell, 1992). The authors postulate that Social Cognitive Theory is the beliefs in one’s capabilities that provide the motivation to utilize cognitive resources and to take the necessary action to meet environmental demands. Billek-Sawbney and Reicherter (2004) described social cognitive theory as a triangle with each corner representing a factor: behaviour, cognition and personal factors, and the environment. Behaviour can influence cognition and the environment; personal and cognitive factors may influence behaviour and the environment; and the environment may influence

personal and cognitive factors or behaviour in a reciprocal manner.

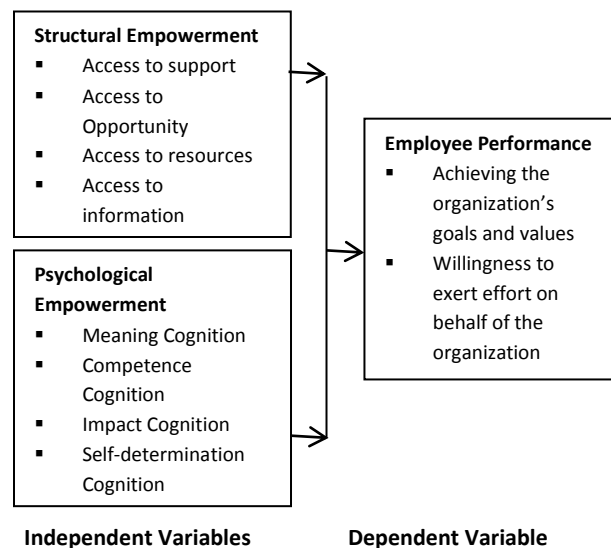
Thomas and Velthouse (1990) developed a model with four cognitions as basis for empowerment based on the Social Cognitive Theory and Spreitzer's(1995) findings supported it. Quinn and Spreitzer (1997) elaborated on these findings. Their model describes these four dimensions or cognitions as fundamental beliefs and personal orientations that are characteristic of most empowered people. Empowered people have a sense of self-determination, which means that they have a sense of choice in embarking on and regulating their actions, they have a sense of autonomy over the initiation and progression of work activities and processes such as making decisions about work methods, pace and effort, and they are not micro-managed.

Empowered people have a sense of meaning. They feel that their work is important to them and they care about what they are doing. It involves a fit between the requirements of one's work role and one's beliefs, values and behaviours. Empowered people have a sense of competence or self-efficacy specific to their work and they have confidence about their ability to perform work activities well and with skill. Finally, empowered people have a sense of impact. They believe they have influence on their work unit and that they can influence strategic, administrative or operating outcomes at work and that others listen to their ideas.

The four dimensions combine into an overall construct of psychological empowerment. The dimensions reflect an active rather than passive orientation to one's work role. Empowered individuals do not see their work situation as a given, but rather something that they are able to shape by their actions. These dimensions will inform the researchers definition of psychological

empowerment. This study is based on the premise fronted by the Social Cognitive theory as expounded by Thomas and Velthouse (1990) and empirically tested by Spreitzer (1995): that psychologically empowered individuals have sense of meaning, self-determination, impact and competence. While these constructs of psychological empowerment are not specific management practices (Spreitzer, 1995), they are the characteristics that reflect the personal experiences or beliefs that employees have about their role and empowerment in the organisation (Quinn & Spreitzer, 1997; Spreitzer, De Janasz & Quinn, 1999).

### Conceptual Framework



**Figure 1: Conceptual Framework**

### Structural Empowerment: Perceived support

Support is described by Kanter (1993) as the feedback and guidance received from superiors, peers, and subordinates. Longest (as cited in Muguella et al., 2013) added that support is backing, acknowledgment of achievements, endorsement, legitimacy, approval, advice, and problem solving of the work environment. According to Champan (as cited in Kopp, 2013),

support can be divided into two broad categories: material and psychosocial. Material support includes money, equipment, supplies and the physical environment. Psychosocial support is primarily in terms of expert cognitive advice from the manager. Such structure helps the work group to do the job and share responsibilities (Straub, 2012).

Organizational support refers to individuals' perceptions about how much the organization values the employees' contributions and care about their well-being (Eisenberger, et al. 2004). Perceived Employee support is therefore refers to the extent to which employees believe that their organization values their contributions and cares about their well-being (Bishop, Scott, Goldsby, &Cropnzano, 2005). Employee performance therefore is one of the important consequences of perceived organizational support. Employees with high perceived organizational support feel indebtedness to respond favorably to the organization in the form of positive job attitudes and organizational behaviors and also support organizational goals (Loi, Hang-Yueand Foley, 2006). In conclusion, if employees feel their supervisor and co-workers are providing support for them, they would work for the supervisor's benefit, and this way, the supervisor would provide more support to the employees. Similarly, employees form their perceptions on how much the organization values their contributions and care about their well-being and respond to it with job attitudes and/or organizational behaviors that facilitate employee performance and consequently success.

### **Access to Opportunity**

The structure of opportunity is described by Kanter (1993) as the chances for growth and mobility in the organization. It involves chances to increase knowledge and skills, competencies of individuals,

give them recognition and rewards, provide possibilities for their growth and advancement in their positions, and to participate on committees, taskforces, and interdepartmental work groups (Vorya et al. 2013). Additionally, opportunities within an organization include such privileges such as training, career development, job autonomy and benefits and rewards. The career opportunities do affect employee performance with the organization. Career advancement, autonomy and measurability of output related to performance indicate that the creation of job ladders and job flexibility will maximize performance and thus minimize absenteeism and turnover (Johns, 2005).

Noraani and Zaizara, (2013) found a positive significant relationship between opportunities for promotion and job satisfaction. They argued that employees who perceived promotion decisions as fair are more likely to be committed to the organization, experience career satisfaction, perform better and subsequently have a lower intention to leave the organization. Today, many employees will consider leaving the institutions where they work, if they do not have equal promotion opportunities as offered by other organizations, particularly young professionals who are looking for more work experiences from various organizations before deciding to remain with a particular organization (Khalid, Irshad & Mahmood, 2011).

In conclusion, research constructs have identified the importance of availing access to opportunities to the employees, in a bid to enhance their performance to the organization and consequently ensure organizational success. Personal development opportunity (Liu & Wang, 2001), promotion equity and training (Long, Fang &Ling, 2002) and opportunity for learning (Ng, Butts, Vandenberg, DeJoy&Wilson,2006) have independently been shown to affect employees'



performance to their organizations. Such research suggests that, in general, the ability of employees to personally grow and develop within their places of employment affects their psychological attachment to employers.

### **Access to Information**

Information refers to the data, technical knowledge, and expertise required to function effectively in one's position (Rainey, 2003). Kanter (1993) on the other hand defined information as knowledge about work goals, plans, organizational decisions, and changes in policies, environmental relationships, and future decisions in an organization. Access to information is accomplished by providing staff members with information beyond what is required to address specific issues that affect them and their jobs (Carriere & Bourque, 2009). Access to information represents an important source of power (Xiaohui, 2007). In popular terms, "information is power".

According to Cohen and Kirchmeyer (2005) support by organizations to their employees to participate in decision making usually plays a very vital role in enhancing employees' affective performance, whereas Cox, Zagelmeyer and Marchington (2006) also found out that participation is not usually needed to gain performance toward objectives but having employee participation in the planning can be an effective means of fostering performance with the organization. Participation in decision making can be particularly helpful in developing plans for implementing goal. For these reasons managers should always include subordinates in goal setting and in the subsequent planning of how to achieve the goal. It is observed that employee's performance to the organization is strong among those whose leaders allow them to participate in decision making. The need for employees to be more involved in decisions that affect their work

has been a center of argument in current management issues (Hales, 2010).

Additionally, according to Altinoz (2008), employees ought to be aware of what they should do, how they should do what ought to be done, and the rationale behind why they should do the things identified as necessary to achieve organizational goals. Altinoz stressed further that employees would find carrying out organizational activities almost impossible without some executive officer elucidating organizational goals and policies to employees. Access to information therefore refers to having the formal and informal knowledge that is necessary for effectiveness in the workplace. Employees must possess the technical knowledge and expertise required to accomplish the job, as well as an understanding of organizational policies and decisions.

### **Access to Resources**

Vacharakiat (2008) posits that the success of empowerment is linked to resources. She further suggests that access to resources is the most critical empowerment factor. It refers to the ability to exert influence in the organization to bring in needed materials. Examples of these are equipment, supplies, space, and human resources necessary to do the job. They also include financial resources such as funds, time, budget allocation, recognition for work, etc., and other supplies needed to do the job efficiently and effectively in the organization (Johns, 2005).

Decentralizing the access of resources from the top levels of the organizational hierarchy is a key to empowering its workers (Kanter, 1993). Kanter (1993) referred to decentralization of resources as a structural feature within an organization which allows employees to access and acquire materials,

staff, time or space in order to proceed with work tasks.

When organizations fail to provide workers with essential equipment, workers may not be able to accomplish their jobs for reasons beyond their control. The challenge organizations face in providing the necessary tools in the workplace is how to appropriately match individuals with a wide range of skills and knowledge with the right tools to maximize their potential. If this matching is not thoroughly examined, there can be great cost for the individual, the organization, or both. Employees will be committed to perform their tasks better if they have adequate tools and equipment. Provision of modern equipment in the work place will go a long way towards enhancing motivation. The advent of the computer has made life easy in the work place. Equipment and tools using modern technology should be provided to employees to further improve their performance and to enhance their motivation. Many organizations, for example, have come into the computer era boldly and rapidly (Demet 2012).

### **Psychological empowerment:**

#### **Meaning Cognition**

Meaning cognition is defined as a sense of purpose or personal connection to the work goal (Spreitzer, 1995). However, Thomas and Velthouse (1990) define meaning as the value of a work goal or purpose, judged relation to an individual's own ideal. Although Thomas and Velthouse (1990) and Spreitzer (1995) use different words to define meaning, their conceptualization of meaningfulness concerns the value of the task, goal or purpose, the feeling that a vocation is important and there is genuine concern about the job. It can also be described as the opportunity to pursue a worthy goal; that what one is engaged in is worth the time, energy and effort one puts in and that it is

something that really matters. As Spreitzer (2007) surmised that people who are high in power motivation, feel and regularly act on behalf of a greater good, it could be translated as the experience of sense of meaning, that they have a goal or purpose (Spreitzer, 1995).

Meaning therefore refers to the degree to which people care about their work (Spreitzer, 1995). Civil servants in the lower grades or levels of employment, whose jobs may be of lower quality than the stipulated standards of work quality or output (Kalleberg, 2000), may not have a strong expectation that their work will be purposeful or aligned with their values and beliefs. However, researchers have argued that people can find meaning in almost any task, job, or organization (Pratt & Ashforth, 2003; Wrzesniewski, 2003). This may relate to the subjective nature of meaning (Pratt & Ashforth, 2003). For example, meaning has been reported as supporting one's family, impacting an organization in a positive way, and expressing one's self through work (Colby, Sippola, & Phelps, 2002).

Pratt and Ashforth (2003) postulate that the individual employees must have a belief in their sense of judgment, values, work role and behaviors with connection to the work or the employee's must has the opportunity to be guided by their own ideas and standards to evaluate the achievement of the organizational goal or purpose. Organizations have to make sure that the objective of assigned work task is compatible with their employees' value systems, in order to be perceived as meaningful to ensure that employees are motivated and committed to the organization (Lockwood, 2007). Meaning can be found in almost any task, job or organization (Pratt & Ashforth, 2003).

In empirical studies (Spreitzer, 1995; Thomas & Velthouse, 1990), meaning has received strong

support as being positively associated with organizational performance. Spreitzer *et al.* (1997) used two samples to study the relationship between psychological empowerment and performance outcomes such as job satisfaction and organization performance. Both samples were from public organizations with high concentration of employees. The government is the largest employer in Kenya with the public organizations having a high concentration of t employees. The study by Spreitzer *et al.* (1997) found out that meaning was related to performance related attributes such as organizational performance. Additionally, Carless (2004) also found out that the satisfaction employees gain when they find meaning in their work is significantly related to organization performance. Theoretical development in this study indicate that there is a relationship between meaning cognition of psychological empowerment and organization performance and empirical results have found meaning to be positively related to organizational performance; therefore, in this study, I predict that meaning is positively associated with organizational performance for employees in the public service in Kenya.

### **Competence Cognition**

Competence is defined as a sense of belief that the employees have in their skills and capability to perform their work better (Spreitzer, 1995). Competence dimension is also defined as the degree to which an individual employee is able to perform the task activities skillfully (Thomas & Velthouse, 1990). According to White as cited in Van-eeden (2009), competence refers to an organism's capacity to interact effectively with its environment. Competence is achieved through accomplishments and learning. Learning takes place by means of activities involving interacting with the environment and which are focused and carried out with persistence. It is motivational as it impels the

organism toward more competent interchange with the environment. White used the term, effectance for the concept, the competence that has been achieved and a feeling of efficacy is used to characterize the experience produced by effectance (Van-eeden, 2009).

Harter as cited in Van-eeden (2009) described effectance motivation (that is competence motivation) as referring to several facets of the motive: the organism's desire to produce an effect on the environment; the added goal of dealing effectively or competently with the environment; and the resulting feelings of efficacy. Harter distinguished between separate competence domains or skill areas, namely cognitive, social and physical. White as cited in Van-eeden (2009), placed most of his emphasis on successful mastery attempts, while Harter argued that one needs a sufficient degree of failure to get the negative feedback, which clarifies what is competent or successful behavior. Harter also refined the notion that success leads to intrinsic motivation – a feeling of efficacy produced by the successful task accomplishment itself. Van-deem further suggested a positive linear relationship between the degree of challenge presented by the mastery situation and the amount of satisfaction derived from tasks successfully solved. However, one attaches a somewhat negative subjective evaluation to one's performance on very difficult tasks, which one may eventually complete successfully, due to the amount of time and effort spent. Tasks beyond one's capability, which cannot be mastered, produce no pleasure (Van-eeden, 2009).

From the three perspectives on the definition to competence, it follows that if the employees lack a sense of confidence in their skills and capability, then they will feel not empowered by their superiors. Moreover, these employees must not only have the sense of belief in them that they have

the necessary skills and capability, but at the same time, they should try to perform the task as well. According to Krishna (2007), high self-efficacy will result in initiating behaviors, willingness to exert more effort and persistence in the face of obstacles. However, if employees have low self-efficacy, they will tend to avoid confronting their fears and improve their perceived competencies.

According to Spreitzer (1995), competence is an individual's feeling that they have the ability to perform their work well. Specifically, this dimension of psychological empowerment is comprised of one's belief that he or she has the ability and technical competence necessary to complete the required tasks without resistance from the organization.

### **Self-determination Cognition**

Self-determination is a sense of freedom or autonomy about how individuals do their own work (Spreitzer, 1995; Thomas & Velthouse, 1990). If employees feel a sense of empowerment, they must have a substantial autonomy or power to make decision about their work. When employees believe that they are just following the order from their superior, then they will not feel a sense of empowerment due to the little autonomy and freedom given. Self-determination exists when employees have some control over what they do, how much effort should be put in their work, and when they have a say in when to start and stop their task (Krishna, 2007).

From the perspective of civil servants, organizations should give employees the freedom in completing the assigned task such as conducting general functions in the office, administrative work and supervision. This assertion stems, from the argument by Aryee and Chen (2006) that employees tend to understand their jobs better than their

supervisors, and therefore, the employees are more likely to recognize the factors influencing work performance and to know how to resolve the issue. When self-determination is offered to employees, they can then complete their work more effectively (Humborstad & Perry, 2011). Self-determination can enable individuals to be more interested in their work and to be optimistic even when difficulties arise. When individuals perceive little self-determination from their work, they tend to feel helpless (Humborstad & Perry, 2011). Additionally, regarding motivation, Liet *al.* (2006) posit that that when employees have more self-determination about how to complete their work, they have higher work motivation and finish the task more effectively.

Self-determination therefore encompasses employees' sense of control over how their work is done. Liet *al.* (2006) argued that empowerment dealt with the efforts of individuals and groups to increase their control. They explain this as being able to initiate and regulate personal behavior. In other words, employees with self-determination have some control over what they will do, how much effort they will put in, and when they will start and stop (Humborstad & Perry, 2011).

Thomas and Velthouse (1990) have argued that the element of self-determination is related to use of autonomy where employees are able to act on behalf of the company, which is further associated with organization performance and job satisfaction. Self-determination is also related to perceived control encouraging organizational performance (Spreitzer *et al.*, 1997). Considering the theoretical definitions of self-determination, and the empirical arguments described above, self-determination is likely to be positively associated with organizational performance.

### **Impact Cognition**

Impact describes a belief that individual employee can influence the system in which they are embedded (Spreitzer, 1995). Impact meant that whether employees believe they are able to make a difference in their organization. In other words, impact is the degree to which employees can influence organization strategy, administrative or operating outcomes at work (Krishna, 2007). Thomas & Velthouse (1990) on the other hand, defines impact cognition as the perception that one's behavior has an effect on one's task environment. Additionally, they argue that impact cognition is the perception of environmental resistance to personal impact regardless of ability. Impact cognition is therefore distinct from competence cognition where a person feels that they could perform if given the opportunity.

In terms of psychological empowerment, impact has been referred to as the converse of learned helplessness in a work setting (Spreitzer, 1995). Ashforth (1989) suggests that impact is the ability to influence work outcomes, whether strategic, administrative, or operational. The effect of impact on nonstandard workers is less clear than the other psychological empowerment cognitions. However, Ashforth (1989) argues that a lack of opportunity for impact at work is negatively related to employee satisfaction and performance to their duties and hence low productivity. This follows that when impact exists, employees would feel that they could perform better and have significant influence in the organization. Therefore managers need to affirm their employees that they can affect the organization outcome by completing the assigned tasks. Managers should provide their subordinates substantial opportunities to give opinions and suggestions about their operational changes in their work environment. This will have positive impact on their work outcomes. These findings provide an

opportunity to test this relationship with employees in the public service in Kenya.

Since psychologically empowered workers feel competent and confident to influence their job and work environment in a meaningful way, they are likely to be proactive and innovative (Boudrias, Gaudreau, Savoie & Morin, 2009). Besides, there is a constant pressure on management to reduce costs and increase productivity, which is possible only through a satisfied and committed workforce. The above literature on physiological empowerment sub-dimensions and their relationship to employees' ability to perform and deliver on the organizational objectives, reveals that psychologically empowered employees are more likely to get performance in delivering their organizational goals compared with less psychologically empowered employees.

According to Spreitzer (1995), individuals who are psychologically empowered believe that they do make a difference. They feel that their work has an important impact on others and that their contributions are taken seriously. In addition, workers perceive themselves as active participants in shaping organizational outcomes and they believe that they have a significant influence in the culture of the organization. These workers perceive a sense of personal control and feel empowered to act and therefore are more committed to their organization.

### **Employee Performance**

While there is agreement among scholars that the concept of organizational performance indicates the link of an employee to an organization, there has been a controversy over the nature of organizational performance (Johns, 2005). Employee performance refers to an employee's attachment to an organization as a whole. It is different from other forms of performance such as

work ethic endorsement, career performance, job involvement, and union performance which focused on value, career, job, and union, respectively (Ambad & Bahron, 2012).

On the other hand, Park and Rainey (2007) refers to organizational performance as various loyalties and attachments different individuals hold toward their organizations. The higher the organizational performance is, the more responsible an individual is to the organization (Chen et al., 2013). Additionally, Carriere and Bourque (2009) opined that organizational performance is a psychological stabilizing or helpful force that binds individuals to course of action relevant to the organization. No organization in today's competitive world can perform at peak levels unless each employee is committed to the organization's objectives and works as an effective team member (Coetzee, 2005). It follows that individuals who have higher levels of organizational performance are believed to have a sense of belonging and identification within the organization thereby increases their desire to pursue the organization's goals and activities, and their willingness to remain as part of the organization (Meyer & Allen, 1997).

In conclusion, the conceptual framework (indicated in section 2.3) and the subsequent discussions of the variables (in section 2.4) hypothesize employee performance as a result of structural empowerment, psychological empowerment, rewards and training. Several studies have indicated relationship between empowerment and performance in the organization (Meyer et al. 1993; Chen & Chen, 2008; Pack et al., 2007; Sarmiento et al., 2004; Adekunle et al., 2014; Jha, 2010). Although some of the available literatures do not address the specific aspect of empowerment they form the basis with which conclusions on the relationship between empowerment and employee performance can be drawn. These empirical

literatures will be discussed in the next section (section 2.5).

## **Empirical Literature**

### **Structural Empowerment and Employee Performance**

In the United States Bartlett (2001) carried out a study to examine the relationship between employee attitudes toward training and feelings of organizational performance among a sample of 337 registered nurses from five hospitals. Using social exchange theory as a framework for investigating the relationship, the researcher found that perceived access to training, social support for training, motivation to learn, and perceived benefits of training are positively related to organizational performance. The study concluded that employees were more affectively committed to the organization when they received supervisor and coworker support.

Eisenberger et al. (2001) also carried out their study in the United States where they surveyed 400 postal employees to investigate reciprocity's role in the relationships of perceived organizational support with employees' affective organizational performance and job performance. The study found out that organizational support increased the employees' feeling for and caring about the organization's welfare and goals, and this feeling led to the increase of their performance to the organization.

In sport setting, Pack, Jordan, Turner, and Haines (2007) examined the role of perceived organizational support (POS) on student employee attitudes. The relationships between POS and affective performance (AC) and normative performance (NC) and satisfaction were investigated for 152 student employees of a campus recreation center. The study showed that

organizational support explained 46.2% of the variance in affective performance and 39% of the variance in normative performance among student employees in a recreational sport department in a large university.

In Canada Sarmiento, Laschinger and Iwasiw (2004) carried out a study to test Kanter's theoretical model specifying relationships among structural empowerment, burnout and work satisfaction. Empowerment was significantly related to all burnout dimensions, most strongly to emotional exhaustion and depersonalization. Emotional exhaustion was strongly negatively related to access to resources and support. The study concluded that structural empowerment, such as support, information, resources, and opportunities, were positively related to job satisfaction and organizational performance.

On the other hand, Ghina (2012), in his study influence of corporate culture on employee performance: Case study of civil government organizations in India, observed that structural empowerment which include access to training and development opportunities did not predict employee performance.

Insan (2012) carried out a study in Indonesia to investigate the impact of empowerment on employee performance and job satisfaction of employees of the national electricity company. Using a sample of 270 employees consisting of middle managers, basic managers, the basic supervisor and the upper supervisor, the study found a significant effect of the empowerment on the employee performance.

In Nigeria Adekunle, Samuel, Olugbenga and Kehinde (2014) carried out a study on the personal characteristics and training opportunities as determinants of organizational performance among

Nigeria national parks' employees. They found out that although the employees had greater opportunities for training, their organizational performance level was low. There was significant but weak correlations between organizational performance and training opportunities. They proposed that for a more comprehensive understanding of other possible determinants and antecedents of organizational performance of nature conservation organizations' employees, further studies should include more factors in analytical model.

Narteh (2012) in his study of internal marketing and employee performance surveyed 410 employees of banks in Ghana and investigated four internal marketing practices- empowerment, rewards, training and development, and communication and their impact on employee performance in the retail banking industry. The results indicated that, with the exception of communication, the factors are positively associated with employee performance. The study was however limited in its attempt to generalize to other settings because of demographic composition of the sample and the setting.

Previous studies have put a lot of emphasis on the application of Kanter's theory of structural empowerment in the Nursing profession, for example, Sarmiento et al. (2004). Although it is important to note that during the conceptualization of the Kanter's theory the health practitioner especially nurses were given priority in the study, the current developments and globalization has seen the need of application of Kanter's theories in other sectors of the economy. Structural empowerment aspects such as access to information, resources support and opportunities are essential for the success of any employee independent of their profession, area of work or industry.

## **Psychological empowerment on employee performance**

Several studies (Chen & Chen, 2008; Nabila, 2008; Dee, Henkin&Duemer, 2002) have been done to assess the relationship between psychological empowerment and organizational performance. However, compared to structural empowerment, psychological empowerment has not received a lot of attention in literature. The table below summarizes two of the major studies carried out to test the relationship between the four dimensions of psychological empowerment and organizational performance. The results indicated that not all the four cognitions of psychological empowerment have positive relationships with organizational performance.

Chen and Chen (2008) carried out a study in Taiwan to establish a framework to explain how to use work redesign and psychological empowerment to strengthen employee performance to an organization that is undergoing change. Using a questionnaire-based survey of 213 employees at three of Taiwan's state-owned enterprises undergoing privatization or reorganization, the study found out that self-determination has no significant relationship with organizational performance, whereas the other three cognitions seems to have significant relationship with organizational performance.

Nabila (2008), in his study on the relationship between psychological empowerment and organizational performance among employees in construction sector in Kota Kinabalu found that meaning and self-determination cognitions have no significant relationship with organizational performance, but competence and impact dimensions have significant relationship. Furthermore, Dee, Henkin and Duemer (2002) revealed that only competence cognition has no

significant relationship with organizational performance.

Jha (2010) carried out a study in India to examine the linkages between psychological empowerment and factors of organizational performance. Using a sample of 332 Indian IT executives, the study found out that psychological empowerment influences affective and normative performance positively. However, no relationship was found between psychological empowerment and continuance performance.

Very few studies (Chen & Chen, 2008; Nabila, 2008) on the effect of employee empowerment on organizational performance have been done in developing countries. Specifically, there is lack of empirical literature in Kenya focusing on the effect of structural empowerment on organizational performance that the researcher is aware of. However, Chepkilot (2010) study on the Motivational Strategies for Public Sector Workers in Kenya can be used as evidence in positive relationship between empowerment and performance. According to this study, lack of motivation among employees in the public sector is the major reason for deteriorating performance of the sector in terms of service delivery. The study proposes that there is need for empowerment of the employees to enhance their motivation and performance at their work.

## **RESEARCH METHODOLOGY**

The study employed descriptive survey method. Descriptive studies describe characteristics of the population of interest, estimate proportions in the population, make specific predictions and test associated relationships (Orodho, 2005). The target population of the study consisted of 4,241 permanent employees of Kenya Wildlife Services (of which 2900 were based in the headquarters).



Information of the employees sampled was to be obtained from the payroll data provide by the Human capital Department of the Kenya wildlife Service. Stratified random sampling was used in the study. The stratified random sampling method was best suited in this research because the population consisted of different people who work in Kenya wildlife service on different levels of management. The study collected both primary and secondary data. Semi-structured questionnaires were the research instrument used to collect primary data. Secondary data was collected through document reviews and analysis. Sources of secondary data included published books, journals, magazines and the internet. A pilot study served as a trial run that allowed one to identify potential problems in a study. It involved pre-testing a research tool. The researcher personally administered the questionnaires with the assistance of research assistants and also in distributing and collecting the questionnaires.

### RESEARCH FINDINGSAND DISCUSSION

The response rate for the study was within the recommended levels. A total of 164 questionnaires were administered, in the end 148 were returned, coded and used for the analysis. This resulted to 90.2% overall response rate. The study sought to determine the demographic characteristics of the

respondents who participated in the study. This was important in explaining the variations in responses. Majority of the respondents were operative staff with a prevalence of 52.7% followed by supervisors at 29.7%. Senior Managers formed 17.6% of the sample. The results can be correctly mean that the reason for operative having the largest distribution emanates from the fact that it is the largest category of employees in KWS. Based on gender, majority of the respondent (53.4%) were men whereas 46.6% of the respondents were women. This is an indication that both gender were involved in this study and thus the finding of the study did not suffer from gender bias. On age, majority of the respondents (25.7%) were aged between 30 and 34 years, while the minority was below 24 years of age. These results show that the study sample was sensitive to the age of the respondents by capturing opinions across all the age groups. On level of the education, majority of the study respondents had attained an undergraduate degree (52%) while 18.3% had attained postgraduate degree.

### Influence of Structural Empowerment on Employee Performance

The respondent's statements on structural empowerment were assessed using eight statements on five point likert scale. The results were as tabulated on table 1.

**Table 1: Descriptive statistics for perceived support**

	Very small extent	Small extent	Neutral	Larger extent	Very large extent	Mean	SD
I receive feedback and guidance from superiors, peers, and subordinates	10%	32%	20%	36%	3%	2.90	.878
The work environment acknowledges employees achievements and success.	15%	38%	23%	21%	2%	2.57	.655

The organization provide emotional support by listening to them and caring about their work-life demands	12%	18%	16%	45%	9%	3.21	.990
The job offers opportunity to participate in interesting projects, with satisfying degree of challenge and opportunities for increased responsibilities	39%	21%	23%	10%	7%	2.24	.8261
The job offers chances to grow, gain new skills, develop career and get promoted within the organization	13%	29%	25%	30%	4%	2.82	.804
Employees have access to sources of information and shares information with the people with whom they work	39%	25%	20%	15%	1%	2.15	.934
Employees are informed on what they should do, how they should do it and why in line with the organizational goals.	22%	43%	17%	16%	1%	2.32	.833
There is adequate facilities provided within the organization	23%	34%	20%	17%	5%	2.48	.869

From the results a total of 59% of the respondents were neutral, to a large and very large extent who indicated that they receive feedback and guidance from superiors, peers, and subordinates. On whether work environment acknowledges employee's achievements and success 46% were neutral, to a large extent and a very large extent, 35% were to a small extent. On the opinion that the organization provides emotional support by listening to them and caring about their work-life demands, 70% were neutral, to a large extent and very large. On whether, the job offers opportunity to participate in interesting projects, with satisfying degree of challenge and opportunities for increased responsibilities a total of 40% were neutral, large extent and very large extent. On the opinion that employees have access to sources of information and shares information with the people with whom they work, a total of 36% were neutral to a large extent and very large. On the opinion, that

employees are informed on what they should do, how they should do it and why in line with the organizational goals, a total of 34% were neutral, large extent and very large extent. On whether, there is adequate facilities provided within the organization a total of 42% were neutral, large extent and very large extent.

The results was in collaboration with Vacharakiat (2008) assertion on what constitutes structural empowerment. She defined the components of structural empowerment as follows: the expectation of positive future prospects, growth, and a chance to learn and grow; the organization's overall goals and values; the feedback and guidance received from superiors, peers, and subordinates about an employee's job; and, acquiring help when needed, and to material, money, and rewards necessary for achieving the demands of the job. Spreitzer (2007) also argued that structural empowerment is achieved by identifying

organizational policies and practices that foster a sense of powerlessness and implementing strategies and tactics that can be used to remove them. Employee will feel indebted to respond favorably to the organization in form of positive job attitude and organizational behaviors and also support organizational goals. The results imply that in the long run support of the employee leads to organizational performance, which is a consequence of structural, thus the literature is consistence with the current study.

### Correlation between Structural Empowerment and Employee Performance

A Pearson product-moment correlation coefficient was computed to assess the relationship between structural empowerment and employee performance in the Civil Service in Kenya.. There

**Table 2: Correlation: Structural Empowerment and Employee Performance**

	Employee Performance
Structural Empowerment	0.428 0.000

These results corroborate what Loi, Hang-Yue and Foley, (2006) stated that employee performance is one of the important consequences of structural empowerment. Employees with high structural empowerment feel indebtedness to respond favorably to the organization in the form of positive job attitudes and organizational behaviors and also support organizational goals. This implies that access of feedback and guidance of employees by

**Table 3: Descriptive Statistics for Psychological Empowerment**

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD
The objective of the tasks assigned to me in my organization is compatible with my value systems	8%	13%	23%	43%	13%	3.40	1.108
Employees in my organization belief in their sense of judgment, values, work role and behaviors with connection to the work	2%	5%	16%	56%	21%	3.88	.864

was a positive correlation between structural empowerment and aspects of employee performance: Overall there was a positive correlation between structural empowerment and employee performance ( $r= 0.428$ ,  $n=148$ ,  $p=000$ ). Therefore at 95% level of significance, a positive increase in structural empowerment would lead to a positive increase in employee performance among employees in the KWS. According to the descriptive statistics, when employees receive structural empowerment from the organization, supervisors and coworkers, they tend to be more motivated hence influencing positively their employee performance. Employees' structural empowerment has influence on employee performance in KWS. The correlation results are summarized in the table 2 below.

the managers will instill performance and increase employee performance in the KWS.

### Influence of Psychological Empowerment on Employee Performance

Psychological empowerment was assessed using eight statements on five point likert scale. The results are presented in table 3.

I am always able to perform the task activities related to my job skillfully	5%	13%	40%	33%	10%	3.29	.971
I have a strong belief in my skills and capability to perform their work better	0%	14%	22%	56%	9%	3.59	.840
I am more interested in my work and is optimistic even when difficulties arise	2%	6%	17%	52%	23%	3.89	.888
Employees in my organization have sense of freedom or autonomy about how they do their own work	2%	3%	7%	45%	43%	4.23	.864
I am able to influence organization strategy, administrative or operating outcomes at work	18%	21%	27%	24%	10%	2.86	1.253
I have opportunities to give opinions and suggestions about my operational changes and my work environment	3%	7%	13%	59%	18%	3.83	.902

On the opinion whether, the objective of the tasks assigned to me in my organization is compatible with my value systems 56% agreed. Most of the respondents 77% agreed that employees in their organization belief in their sense of judgment, values, work role and behaviors with connection to the work. On whether, they are always able to perform the task activities related to my job skillfully, 43% agreed. Most of the respondents 75% agreed that they have a strong belief in their skills and capability to perform their work better. Most of the respondents 88% agreed they are more interested in their work and are optimistic even when difficulties arise. Most of the respondents 77% agreed that employees in their organization have sense of freedom or autonomy about how they do their own work. Most of the respondents 64% disagreed they are able to influence organization strategy, administrative or operating outcomes at work. The results complements Krishna (2007), argument that high self-efficacy will result in initiating behaviors, willingness to exert more effort and persistence in the face of obstacles. However, if employees have low self-efficacy, they will tend to avoid confronting their fears and improve their perceived competencies. In addition,

White as cited in Van-eeden (2009), stated that competence refers to an organism's capacity to interact effectively with its environment. Psychological empowerment is achieved through accomplishments and learning. The results of the study imply that psychological empowerment positively influences employee performance to the organization.

### **Correlation between Psychological Empowerment and Employee Performance**

A Pearson product-moment correlation coefficient was computed to assess the relationship between psychological empowerment and employee performance in the Civil Service in Kenya. There was a positive correlation between psychological empowerment and aspects of employee performance. Overall there was a positive correlation between psychological empowerment and employee performance ( $r= 0.214$ ,  $n=148$ ,  $p=000$ ). Therefore at 95% level of significance, a positive increase in psychological empowerment would lead to a positive increase in employee performance among employees in the KWS. According to descriptive statistics, when employee believe that they have the skills and capability to

perform their work better and have a feeling of efficacy led to a positive relationship between psychological empowerment and employee performance. Employees' psychological

empowerment has influence on employee performance in KWS. The correlation results are summarized in the table below 4.

**Table 4: Correlation: Psychological Empowerment and Employee Performance**

	Employee Performance
Psychological Empowerment	0.214
	0.000

These results support Chen and Chen (2008) study in Taiwan to establish a framework to explain how to use work redesign and psychological empowerment to strengthen employee performance to an organization that is undergoing change. The study found out that psychological empowerment could raise employee performance to the organization and support the organizational changes. Additionally, Pratt and Ashforth (2003) found out that individual employees must have a

belief in their sense of judgment, values, work role and behaviors with connection to the work or the employee's must has the opportunity to be guided by their own ideas and standards to evaluate the achievement of the organizational goal or purpose.

**Employee Performance**

Employee performance was assessed using seven statements on five point likert scale.

**Table 5: Descriptive Statistics for Employee Performance**

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD
I would be very happy to spend the rest of my career with this organization	7%	14%	4%	15%	61%	4.10	1.334
This organization has a great deal of personal meaning for me	4%	5%	18%	15%	58%	4.17	1.137
I do feel like "part of the family" at my organization	9%	4%	6%	22%	59%	4.17	1.269
I do feel "emotionally attached" to this organization	9%	15%	7%	16%	53%	3.88	1.424
I really feel as if this organization's problems are my own	15%	20%	11%	9%	46%	3.51	1.562
I plan to work at my present job for as long as possible	14%	15%	8%	13%	51%	3.72	1.531
Under no circumstance would I leave my present job	21%	18%	11%	17%	34%	3.25	1.572

Most of the respondents 76% agreed they would be very happy to spend the rest of their career with their organization. Most of the respondents 73% agreed their organization has a great deal of personal meaning for them. Most of the respondents 81% agreed that they do feel like “part of the family” at their organization. Most of the respondents 69% agreed to feel “emotionally attached” to their organization. Most of the respondents 64% agreed to really feeling as if their organization’s problems are their own and 29% disagreed. Most of the respondents 54% agreed that are planning to work at their present job for as long as possible. Slightly over half of the respondents 51% agreed that under no circumstance would they leave their present job and 39 disagreed. The findings agreed with Mayer and Allen (1991) statement that employees of an organization with a strong sense of performance to the employing organization will remain a member of that organization because they want to. This performance is characterized by the degree to which an individual identifies with, is involved in, and enjoys membership in an organization. The implication for this study is that work experiences that satisfy employees' need to feel comfortable in KWS contribute to their feelings for performance in the work role.

## **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

The finding on influence of employee structural empowerment on employee performance played a key role in determining employee performance to the organization the work for. The findings showed that coworkers and supervisors support contributed significantly to employee performance. The job offered opportunity for employees to participate in interesting projects, with satisfying degree of challenge and opportunities for increased

responsibilities which positively influences their organizational performance. Employees with access to data on goals and objectives, participation in decision making and required knowledge and skills, have positive organizational performance.

Psychological empowerment factors related to meaning, competence cognition, self-determination cognition and impact cognition were found to have effect on employee performance. Employees with; a sense of purpose, congruence of personal beliefs and organizational values have influence on organizational performance.

### **Conclusion**

Results of the study showed significant influence of employees’ structural empowerment on employee performance in KWS. Employees are committed to their organizations and perform when they perceive to have organizational support, supervisors support and coworkers support, access to opportunities, a sense of job autonomy, access to information, and access to organizational resources.

The study also concluded that there was a significant influence of employees’ psychological empowerment on organizational performance. Therefore in organizations where employees find meaning in their work, have a strong belief in their skills and capability to perform their work better, have influence on the decisions that relate to their jobs, and have sense of freedom or autonomy about how they do their own work register high levels of organizational performance.

### **Recommendations**

Organizations should offer employees opportunity to participate in interesting projects, with satisfying degree of challenge and opportunities for increased responsibilities. Employees should have the ability to exert influence in the organization to bring in needed materials and those with a wide range of

skills and knowledge should be matched with the right tools to maximize their potential.

Employees should have the opportunity to be guided by their own ideas and standards in the achievement of their organizational goals. Employee in the organization should be encouraged to belief in their sense of judgment, values, work role and behaviors with connection to the work. Thus, leading to employee's psychological empowerment that significantly influences employee performance.

#### **Areas of Further Research**

Future research should examine influences of employee empowerment on employee

performance in several other organizations in Kenya.

Whereas this research has relied on quantitative approaches to examine influences of employee empowerment on employee performance, an in-depth analysis of individual responses in relation to demographic factors would generate useful inductive information and provide a richer understanding of the influences of employee empowerment on employee performance.

The study focused on the public sector and not the private sector. Further studies should therefore focus on ascertaining employee performance in the private sector as well.

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